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# CD 610 Moral Development

Mark Maddix

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**ASBURY THEOLOGICAL SEMINARY**  
**CD 610 Moral Development (3 hours credit)**  
**Summer 2006**

**INSTRUCTOR:** Mark Maddix, PhD, Professor of Christian Education,  
Northwest Nazarene University; Adjunct Professor of Christian  
Discipleship, Asbury Theological Seminary  
**E-Mail:** [mamaddix@nnu.edu](mailto:mamaddix@nnu.edu)  
**Dates:** June 6-16, 2006  
**Class Sessions:** TWR: 9:00-11:30 AM; 1:00-4:00 PM, F: 9:00-11:30 AM

**COURSE DESCRIPTION:** This course examines evidences touching the development of moral sense and judgment in relation to cognitive and biological growth, with special attention given to primary sources in Jean Piaget and Lawrence Kohlberg. Human development, conscience formation, and theological issues related to original sin, sinfulness, salvation, and nurture are brought to bear on the ministries essential to representing distinctive Christian values from one generation to the next.

**COURSE OBJECTIVES**

The student showing competence in this course will be able to:

- Examine the human sciences enterprise from a Wesleyan theological perspective including issues of epistemology, the naturalistic fallacy, and claims for “truth.”
- Discuss the interaction of biological, cognitive, affective, moral and faith components that contribute to moral development across the lifespan.
- Articulate predominate moral developmental perspectives and consider their presuppositions and implications for moral development, religious education, and other dimensions of ministry.
- Formulate questions and dialogue regarding the relationship of human development issues and the theological doctrines of creation, sin, the nature of human beings, redemption, and grace.
- Distinguish between different conceptualizations of justice and relate these to Biblical revelation.
- Identify probable gender differences and racial differences in moral reasoning and their implications for ministry.
- Reconstruct from their own experience personal transitions and movements through stages of development with a view toward embracing the whole of God’s redemptive pattern.
- Commit to ministry applications that are sensitive and responsive to the appropriate developmental level of the individuals in one’s target population.

**TEXTBOOKS**

***Required Textbooks:***

James C. Wilhoit and John M. Dettoni. 1995. *Nurture that is Christian: Developmental Perspectives on Christian Education*. Wheaton: Victor Books. ISBN# 1564762688

James Fowler. 1996. *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville: Abingdon Press. ISBN# 0687017300

Jean Piaget. 1965. *The Moral Judgment of the Child*. New York, Free Press. (Out of Print-purchase used on Amazon.com)

Carol Gilligan. 1993. *In a Different Voice*. Harvard University Press. ISBN# 0674445449

William Damon. 1988. *The Moral Child: Nurturing Children's Natural Moral Growth*. New York, Free Press. ISBN# 0029069335

### ***Recommended Reading:***

C.S. Lewis, *The Great Divorce*

### ***Reading Packet for Moral Development:***

Donald Joy. 1983. *Moral Development Foundations: Judeo/Christian Alternatives to Piaget/Kohlberg*. Abingdon Press. Chapters, 1, 2, and 11.

Richard Dunn. 2001. *Shaping the Lives of Students*. InterVarsity Press, ch. 7.

Donald Joy. 1980. *Moral Development: Evangelical Perspectives*. Religious Education Press, Vol. 75, No. 2.

Donald Joy. 1985. *Wesleyan Theology and Developmental Structuralism: An Evaluation*. Wesley Theological Journal, Vol. 20, No. 2, Fall 1985.

## **COURSE REQUIREMENTS**

### **Attendance/Participation/Daily assignments (100 points)**

It is expected that each student attend class regularly. Many topics will be addressed in class that are not included in the readings and that may be more difficult to attain outside of classroom experiences. Since this is a two week modular course attendance is critical. If you are absent, make arrangements with the professor to make up the absence with additional course work.

**Critique of Moral Development Theory (200 points).** Moral development theory has been critiqued theologically, psychologically, and philosophically on several fronts. The course readings provide critiques and correctives by Donald Joy, Carol Gilligan, and Vanessa Siddle Walker. Joy's work has been significant in this area from a theological perspective. In light of these correctives, write a 1250-1500 word essay reflecting these

critiques and their implications for moral development theory. As you develop your paper remember to relate these correctives to ministry today.

### **Book Review (200 points possible)**

Write a 1250-1500 word reflection paper on either Fowler or Gilligan's text from the course reading requirements. Include in the paper three specific responses to the material:

- Cite briefly the ideas, anecdotes, or individual changes that connected with your story, issues current in your life, and with topics addressed in this class.
- Report how reading this book through the lens of a moral development framework gave you new insights into the materials.
- Flesh out the implications of this book and the commitments it provoked in you for your future ministry, your personal relationships, your spiritual journey, etc.

(Evaluation will consist primarily of how well the material was allowed to impact you, the moral development understandings you present, and how this book might inform ministry projections).

**Final Research Paper (350 points):** "The Implications of Moral Development Theory for Ministry in a Postmodern Context." Based on what you have learned from your readings, course materials, and lectures write a 2500-3000 research paper on the implications of moral development for ministry in a postmodern context. The paper is to be written from a practical ministry framework, keeping in mind your primary area of ministry. Integration of theory and practice is essential for effective learning and ministry application.

**Reflection Paper-*Les Miserable* (150 points):** Write a 500 reflection paper in response to the movie, *Les Miserable*. What can we learn about shame, forgiveness, and moral consciousness? Paper Due on Tuesday, June 13.

### **COURSE GRADE**

A	1000-930
A-	929-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730
C-	729-700
D+	699-670
D	669-630
D-	629-600
F	599 and below

Please note the following description of grades (in *italics*) that have been decided on by the Asbury faculty. Following some of the description are rubrics I have added as an attempt to specify some of the distinctions I tend to make when grading the book review and (where applicable) summative evaluation questions. It is the policy of the faculty not to

regard events that emerge in the ordinary functioning of church work as excusable reasons for late papers, but in the event of other emergencies or unforeseen circumstances, please contact me ahead of time regarding late papers.

*A = Exceptional work: surpassing, markedly outstanding achievement of course objectives*

Answers that would indicate such a cognitive grasp of the material that one could teach a seminar on the topic to a congregation; personal reflection that illuminates a concept under consideration or enables a new construct for self-understanding; creativity in the appropriation/presentation of a response that exhibits the capacity to utilize knowledge in a variety of contexts; additional research on a particular topic beyond the assignments for this course, etc.

*B = Good work: strong, significant achievement of course objectives*

Reflects a capacity to appropriate a moral development framework for understanding the issue presented, the narrative of one's own journey or for diagnosing a particular character's reasoning; reveals a thorough understanding of the assigned text and the capacity to transfer this knowledge to other domains of life and learning; processes material through theological reasoning apropos to graduate level understandings; wrestles with the implications of this material for ministry.

*C = Acceptable work: basic, essential achievement of course objectives*

All aspects of the assignment were adequately fulfilled.

*D = Marginal work: minimal or inadequate achievement of course objectives*

The texts for a given assignment were not referenced or were simply restated without any real reflection or attempt to construct knowledge for oneself. Application at a personal level was avoided, flat or misdirected; presuppositions in one's answer violated authorial intent, etc.

*F = Unacceptable work: failure to achieve course objectives*

Willful neglect, incapacity, or inexcusable difficulty in completing an assignment.

**Course Preparation:** Since this is my first time teaching a modular course at Asbury Theological Seminary, I m sure there will be adjustments made to the course schedule and content as we progress in the course. As a modular course it is expected that students are focusing primarily on the course during the two week period. I also understand the demands of life and ministry so if "life gets in the way" please talk with me about your situation. I want to ensure that this is a positive learning experience for everyone in the course. If you have questions regarding the syllabus or course materials feel free to contact me via email at [mamaddix@nnu.edu](mailto:mamaddix@nnu.edu)

As you prepare for this summer modular course I recommend that you begin reading Wilhoit & Dettoni, and Piaget's text. This will provide theoretical foundations to our discussion during the first week of class. The first course assignments will not be due until the second week of class. The final course paper will be due two weeks after class.

## Course Schedule

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
<b>Tues., June 6 (AM)</b>	Introduction, Course Overview, Moral Development Foundations	Wilhoit and Dettoni, Forward, CH 1, 2, 16	
<b>Tues., June 6 (PM)</b>	Theology & Social Sciences Jean Piaget-Developmental Theory	Piaget, Sec. 1, pp. 13-108 Sec. 2, pp. 109-196	
<b>Wed., June 7 (AM)</b>	Jean Piaget-Moral Development Theory	Piaget, Sec. 3, pp. 197-325; Wilhoit and Dettoni, CH 8	
<b>Wed., June 7 (PM)</b>	Jean Piaget-Justice and Moral Realism		
<b>Thur., June 8 (AM)</b>	Lawrence Kohlberg-Moral Development Theory	Wilhoit and Dettoni, CH 3	
<b>Thur., June 8 (PM)</b>	An Evangelical Approach to Moral Development-Donald Joy	Joy, CH 1 & 2: Joy, WTS & RE Article	
<b>Fri., June 9 (AM)</b>	<i>Les Miserables</i>		
<b>Tues., June 13 (AM)</b>	Critique of Moral Development Theory-Gilligan, Walker	Gilligan, intro, CH 1-3 Race-ing moral formation (Read 1 chapter-Reserve in Library)	<b><i>Les Miserable</i> Reflection Due</b>
<b>Tues., June 13 (PM)</b>	The Moral Child	Damon, CH 1-4, 6-8	<b>Moral Development Critique Paper Due</b>
<b>Wed., June 14 (AM)</b>	James Fowler--Faith Development Theory	Dunn, 2001; Wilhoit and Dettoni, CH 4, 9 & 10	
<b>Wed., June 14 (PM)</b>	James Fowler on Shame	Fowler, pp. 1-89	
<b>Thur., June 15 (AM)</b>	John Wesley's Faith Journey	Fowler, pp. 90-144 Joy, CH 11	
<b>Thur., June 15 (PM)</b>	Postmodern Implications of Faith Development Theory	Wilhoit and Dettoni, CH 11 & 15 Fowler, pp. 145-236	<b>Fowler or Gillian Book Review Due</b>
<b>Fri., June 16 (AM)</b>	Connecting Theory to Practice: Ministry Implications		
<b>Fri., July 7</b>			<b>Final Research Paper Due</b>